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ABSIRACT

THIS MANUAL IS INTENDED IC PROVIDE AN APPROACH TO EVALUATICN OF THE EFFECTIVENESS CF VOCATIONAL PROGRAMS OPERATING UNDER THE VOCATIONAL EDUCATION ACT OF 1963 AND THE STATE PLAN OF CCNNECTICUI. IT PROVIDES A BASIS FCR MODIFICATION AND IMPROVEMENT THROUGH PROGRAM EVAIUATION, NOT THROUGH TEACHER EVAIUATION OR THE EVALUATICN OF SPECIFIC TECHNIQUES. THE EVALUATION SUMMARIZATION FORM IS PRESENTED ALONG WITH INSTRUCTIONS FOR USING THE FORM. AREAS OF EVALUATICN FOR WHICH GUIDELINES ARE PROVIDED INCLUDE PROGRAM OBJECTIVES, ADVISORY COMMITTEE, CCCUPATIONAL OBJECTIVES, COURSE OF STUDY, RELATED INSTRUCTION, STUDENT SELECTION, GUIDANCE, PHYSICAL FACILITIES, EQUIPMENT, SAFETY INSIRUCTION, LEADERSHIP AND CITIZENSHIP, RESOURCE MATERIAIS, RESOURCE PEOPLE, COMMUNITY VISITS, TEACHER CERTIFICATION, TEACHER SCHEDULE, STUDENT GROUPS, AND REQUIRED REPORTS. (CH)

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ASSESSMENT GUIDELINES FOR PROGRAMS UNDER THE VOCATIONAL EDUCATION ACT OF 1963

DIVISION OF VOCATIONAL EDUCATION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

HARTFORD, CONNECTICUT

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TABLE OF CONTENTS

	Pages
Foreword	i
Instructions for Using This Manual	1
A. Evaluation Purpose	1
B. Using the Evaluation Summarization Form	2
C. Rating Scale	2
D. Program Rating	3
E. Strengths	3
F. Weaknesses	3
G. Recommendations	3
Evaluation Summarization Form	4,5,6
Utilizing Performance Goals in the Evaluation	7
Informational Guidelines for Program Evaluation	8
A. Program Objectives	8
B. Advisory Committee	8
C. Occupational Objectives	8,9,10
D. Course of Study	10,11
E. Related Instruction	11, 12
F. Student Selection	12
G. Guidance	12,13,14
H. Physical Facilities	14
I. Equipment	14
J. Safety Instruction	14
K. Leadership and Citizenship	15
L. Resource Materials	15
M. Resource People	15
N. Community Visits	15
O. Teacher Certification	15
P. Teacher Schedule	15
Q. Student Groups	16
R. Required Reports	16

FOREWORD

Evaluation as a tool of education has been stressed continuously. There is no question in the minds of educators that objectives and techniques alone do not complete the educational process.

This manual is intended to provide an approach to some evaluation of the effectiveness of vocational programs operating under the Vocational Education Act of 1963 and the State Plan of Connecticut. This is not an attempt to evaluate the teacher or the specific techniques used by the teacher. It is felt that the administrative staff of the local school is quite capable of providing necessary evaluation and supervision of teachers.

This instrument seeks to help the local school measure the extent to which it is meeting the objectives of their approved program and the goals set forth in their program proposal..

This instrument is to provide a basis of modification and improvement of programs so that students may be better served. It is to be used as a working instrument rather than a report card; and, as a result of the findings, it is hoped that the quality of vocational education will continue to improve.

INSTRUCTIONS FOR USING THIS MANUAL

A. Evaluation Purpose

The evaluation of programs conducted under the Vocational Educational Act of 1963 is based upon stated goals as set down by local districts with the approval of the State Department of Education, Division of Vocational Education. Evaluation involves value judgements which are arrived at through the use of criteria which have been developed as free from individual subjectivity as possible.

The assessment criteria are not intended to compare one program with another. They enable the local district and the Division of Vocational Education staff members to determine whether the elements which constitute the local program are occupational in nature and do prepare students to gain entry into the labor market. Also, they will enable districts to recognize the strengths and weaknesses of programs, resulting in improved instruction. An evaluation may indicate that a reassessment may be made of the total program.

Therefore, the purposes of this manual for evaluating the VEA programs are to:

1. Assist teachers, teacher-coordinators, and administrators in self-assessment of their VEA program(s).

2. Enable districts to recognize strengths and weaknesses.

3. Identify techniques which have proven effective.

4. Aid in understanding concepts and redirecting objectives.

5. Upgrade instruction with relation to the stated occupational and educational objectives.

6. Assist the personnel of the Division of Vocational Education to identify areas which may need help or assistance toward meeting requirements of the Vocational Education Act of 1963.

7. Aid in establishing criteria for future evaluations.

B. Using the Evaluation Summarization Form

Method of Rating

The rating scale should be used to indicate the over-all quality desired for each item listed on the assessment sheet. All items lend themselves to a rating after the evaluator has observed the instruction and conferred with the students, teachers, and administrators.

[1]

The scale taken from the 1960 Edition of Evaluative Criteria has been chosen because of its familiarity to secondary school educators. Judgements should be based on the effort being exerted to attain the goals and meet the needs of the students enrolled in the specific occupational program.

C. Rating Scale

5 - EXCELLENT	-	the provisions or conditions are extensive and are functioning excellently.
4 - VERY GOOD	-	(a) the provisions or conditions are extensive and are functioning well, OR (b) the provisions or conditions are moderately extensive but are functioning excellently.
3 - GOOD	-	the provisions or conditions are moderately extensive and are functioning well.
2 - FAIR	-	(a) the provisions or conditions are moderately extensive but are functioning poorly OR (b) the provisions or conditions are limited in extent but are functioning well.
1 - POOR	-	the provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.
M - MISSING	-	the provisions or conditions are missing but their need is questioned. This question might arise in relation to the objectives of the course, the needs of the students, or because of differences of opinion of evaluators.
N - DOES NOT APPLY	-	the provisions or conditions are missing but do not apply, or they are not desirable for the student of this school or community, or they do not conform to the school's philosophy and objectives.

[1] National Study of Secondary School Evaluations. Manual for Evaluative Criteria, Washington, D.C., 1960

D. Program Ratings

The enrollment data and rating of program categories, A-R listed in the Evaluation Summarization Form on pages 4 to 7 will be completed by the teacher, consultant and others connected with the program. Ratings will be determined on a basis of adherence to program objectives and the goals set forth in the program proposal.

E. Strengths

List those elements which have been shown to be highly effective in fulfilling the objectives and meeting the needs of the students.

F. Weaknesses

List those weaknesses which are known to exist.

G. Recommendations

List the recommendations for improving not only programs which may have certain weaknesses, but also those programs which are very effective.

A recommendation as to whether or not the program should be continued will be included.

(Rating of items A-R can be elaborated on in the three categories listed on page 6).

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
HARTFORD, CONNECTICUT

Evaluation Summarization Form

Date of Evaluation_____

Town_____

Program_____

School_____

Teacher_____

Consultant_____

Others Present_____

_____

Enrollment

Anticipated total enrollment Sept. 30, 19___ _____

Actual total enrollment Sept. 30, 19___ _____

Number of June 19___ grade 12 program graduates _____

a. Number of graduates available for employment _____

b. Number of graduates placed in occupations for which trained or in related occupations _____

Program Ratings

Rating Scale: (5) excellent, (4) very good, (3) good, (2) fair, (1) poor, (m) missing (n) does not apply

A. Objectives of the program were implemented. _____

B. Advisory Committee contributed to the development of the program. _____

C. Occupational objectives were flexible enough to permit students with different skills to attain salable skills. _____

D. Course of study was consistent with student level of ability. _____

E. Related instruction (cooperative work experience) was included in the program. _____

F. Student selection was based on qualification and interest. _____

G. Guidance was used effectively in operation of program. _____

H. Physical facilities were conducive to learning. _____

I. Equipment purchased was used effectively. _____

J. Safety instruction is an integral part of the program. _____

K. Leadership and Citizenship training is provided. _____

L. Resource materials were used in the program. _____

M. Resource people were used in the program. _____

N. Community visits were utilized. _____

O. Teacher certification and approval requirements were met. _____

P. Teacher schedule as assigned in proposal was adhered to. _____

Q. Student groups were organized and functioning. _____

R. Required reports were submitted accurately and on time. _____

S. Overall program rating. _____

T. What are your program plans for next year?

Consultant Comments

Strengths:

Weaknesses:

Recommendations:

_____

Signature of Consultant - Date

Next evaluation_____

UTILIZING PERFORMANCE GOALS IN THE EVALUATION

Included in this manual on pages 8 to 16 are Informational Guidelines for Program Evaluation. They are not to be considered as all-inclusive or final but are listed as some of the performance goals. The purpose of listing these performance goals is to orient the person who is responsible for making an assessment of a VEA program in the local school. It should be noted that the performance goals relate directly to the Evaluation Summarization Form on pages 4 to 6.

Local schools have submitted goals or objectives for their programs which were approved by the Division of Vocational Education. Program Development Under The Vocational Acts provided a basis for program development in the local schools. Therefore, evaluators in making an assessment of any VEA program are to give priority to goals or objectives of a local school as submitted in the original proposal. However, evaluators of local VEA programs will keep in mind some of the recommended performance goals pertinent to a particular instructional area.

Informational Guidelines for Program Evaluation

(It is expected that the following guidelines will be reviewed periodically by the teacher and others connected with the program to help determine if the program is functioning as planned. Some objectives are geared to the needs of cooperative work programs but may be utilized in other programs if applicable).

A. Objectives of the program were implemented. _____

B. Number of contacts made with Advisory Committee: _____
Briefly state how Advisory Committee contributed to the development of the program.

_____

_____

_____

Advisory Group Members (names and titles)

_____ _____

_____ _____

_____ _____

_____ _____

Advisory Groups

1. To engage an advisory committee to provide consultative services. _____

2. To provide occupational analysis with use of an advisory committee, including outline, and equipment needs. _____

C. The occupational objectives were flexible enough to permit students with different abilities to achieve training and attain salable skills. _____

Teacher Goals and Objectives
Employability Instruction

1. To present instruction to students based on an outline and plans developed from an analysis of the occupation. (cooperative work experience) _____

2. To provide an organized training program to include:
   a. Schedule of processes to be learned.
   b. Related instruction to be given.
   (cooperative work experience)

3. To provide an approved cooperative agreement by employer, school, student, and parent or guardian, in terms of wages, if any, employment and responsibility. (cooperative work experience) _____

4. To subscribe to enrollment standards that are realistic in relation to occupational demands. _____

5. To provide a training outline for each student. (cooperative work experience) _____

6. To provide graduation credit to the student. _____

7. To bring out the abilities of each pupil to the full extent of his capacity. _____

8. To provide for individual progress. _____

9. To offer occupational training for those planning full-time employment. (cooperative work experience) _____

10. To assist the pupil to develop his ability to follow directions. _____

General

1. To develop the student's powers of concentration. _____

2. To develop in the student those qualities of self-initiative, resourcefulness, and reliability. _____

3. To develop in the student the right attitude toward knowledge, skill and ideal aims. _____

4. To base training on an environment as near actual occupational conditions as possible. _____

5. To provide the cooperating employer with an understanding of his role. (cooperative work experience) _____

6. To provide organized training on the job. (cooperative work experience) _____

7. To ensure that the employer provides a variety of learning experiences. (cooperative work experience) _____

8. To provide cooperative education and on-the-job training programs geared to the needs of the community. (cooperative work experience) _____

9. To provide prescribed number of hours each day for on-the-job training. (cooperative work experience) _____

10. To disallow exploitation of the student. (cooperative work experience) _____

11. To turn out work that is qualitatively acceptable. _____

Student Goals and Objectives
Occupations

1. To master the basic abilities or skills and information according to the standards of the job. (cooperative work experience) _____

2. To achieve a degree of occupational efficiency. (cooperative work experience) _____

3. To analyze job requirements and opportunities. _____

4. To receive training based on proper and/or sufficient time allotted. _____

5. To understand work schedules and routines. _____

Socio-Economic

1. To recognize the social competencies as being "people-oriented" rather than "machine oriented." _____

2. To lay the foundation for sound economic education and for an understanding of the economic policies of federal, state and local government. _____

Personal

1. To demonstrate cooperation, friendliness, and an interest in activities and responsibilities. _____

2. To develop good personal relations in regard to courtesy, appearance, and work habits. _____

3. To communicate effectively with others. _____

D. The course of study was consistent with the levels of ability of the students enrolled. _____

Course of Study
Teacher

1. To provide education and training in an occupation under actual working conditions. (cooperative work experience) _____

2. To select quickly the form, method, or labor-saving device best adapted to the work. (cooperative work experience) _____

3. To provide the student with further knowledge about the occupational area. _____

4. To visit public school programs, for the purpose of possibly enhancing present offerings. _____

5. To visit vocational-technical school programs for the purpose of possibly enhancing present offerings. _____

Student

1. To understand the requirements of various occupations. _____

2. To develop some ability to make wise decisions on questions facing workers. _____

3. To understand and apply the principles of what he has learned. _____

4. To acquire a foundation for advanced study. _____

E. Appropriate related instruction was included in the course of study. _____

Related Instruction
Teacher

1. To contribute through a related program to occupational competency; - basic understanding required in the occupation, such as:
   Written and oral communication
   Mathematical and scientific principles
   Critical thinking
   Human relationship
   Citizenship
   (cooperative work experience) _____

2. To provide adequate in-school related instruction. (cooperative work experience) _____

3. To develop proper work habits. _____

4. To provide various teaching methods for both individual and group instructions. _____

Student

1. To understand the relationships between management and employees. (cooperative work experience) _____

2. To gain some understanding of how the occupational area is operated and financed. _____

3. To understand and interpret directions and manuals. _____

4. To understand the importance of human relationship. _____

5. To acquire a comprehensive job area vocabulary. _____

6. To learn basic principles of ethical conduct and legal implications. _____

F. Students were selected for the program on the basis of qualifications and needs. _____

Student Selection

1. To select students based on the awareness of the differences and requirements of semi-skill and skill-type training programs _____

2. To offer training to those who want it, need it and are able to profit by it. _____

3. To select students based on interests, aptitudes and abilities. _____

G. Provisions have been made for effective use of guidance both before and during the operation of the program. State how this was accomplished. _____

_____

_____

_____

Guidance (Teacher-Counselor)

1. To assist students to secure dependable and realistic information in advance of his decision. _____

2. To assist each student in formulating his own personality profile. _____

3. To contribute generally to the student's ability to have knowledge of careers. _____

4. To encourage students with higher abilities and aptitudes and who can profit from a higher-level trade-training program to enroll in such vocational programs offered elsewhere. (cooperative work experience) _____

6. To encourage each student to understand the need for continuous self-development. _____

7. To encourage students to determine their personal occupational interests. _____

8. To provide student incentive to complete high school. _____

9. To minimize student transfers, drop-outs, failures and occupational maladjustment. _____

10. To provide students with an opportunity to observe actual occupational procedures. _____

11. To build a background knowledge of occupational information. _____

12. To provide pre-employment orientation. _____

Surveys

1. To provide for occupational surveys to ascertain employment opportunities. _____

2. To meet the demands of the employment market. _____

Evaluation

1. To periodically evaluate enrolled students. _____

2. To provide periodic evaluations by coordinator of total program-in-school and on-the-job. (cooperative work experience) _____

3. To provide periodic evaluations of enrolled students who are not profiting from the program. _____

4. To provide for placement and follow-up of students. _____

5. To seek the opinions of graduates in evaluating the program. _____

6. To seek the opinions of parents in evaluating the program. _____

7. To seek the opinions of employers in evaluating the program. _____

8. To provide the public with program information. _____

9. To keep school abreast of developments in business and industrial areas. _____

Guidance (Student)

1. To analyze the occupational requirements and opportunities in relation to personal abilities and interest. _____

2. To understand how to get a job or otherwise to make a beginning in his chosen occupation. _____

3. To know how to utilize the public and private services available to him. _____

4. To be aware of educational opportunities to qualify him for advancement. _____

H. Physical facilities were conducive to learning. _____

I. The equipment purchased was used effectively and primarily for occupational goals set forth. _____

Equipment Utilization
Student

1. To use equipment that simulates occupational conditions. _____

2. To perform operative activities as directed. _____

3. To work carefully, quickly and efficiently with good standards. _____

4. To be trained in the care, safety and maintenance of equipment. _____

5. To select and use appropriate tools for tasks. _____

6. To identify common equipment and supplies and care for same. _____

J. Safety instruction is an integral part of the instructional program. _____

Safety Practices
Student

1. To develop the ability to practice safe operation, adjustment, and provide preventive maintenance on equipment. _____

2. To develop the ability to use the tools and materials of a specific occupation. _____

3. To incorporate the elements of job safety in on-the-job training. (cooperative work experience) _____

K. Training in Leadership and Citizenship is provided. _____

Leadership

1. To prepare students for participation in leadership of civic and fraternal organizations. _____

L. Resource materials were used in the program. _____

1. To familiarize students with library materials. _____

2. To acquaint students with industrial materials. _____

3. To include community resources as needed. _____

4. To utilize audio-visual equipment where necessary. _____

M. Resource people were used in the program. _____

1. To involve community leaders where appropriate. _____

2. To include educational specialists in planning and instruction. _____

3. To involve industrial personnel in planning and instruction. _____

4. To provide an opportunity to members of the school faculty to discuss the cooperative education program. (cooperative work experience) _____

N. Community visits were utilized. _____

1. To promote closer cooperation between school and community. _____

O. The teacher meets certification and approval requirements for the program. _____

YES NO

If not, what steps are being taken toward meeting these requirements. _____

_____

_____

P. The teacher was assigned to the instructional areas according to the schedule designated in the proposal. (This is indicated by percentage of time approved for program). _____

Q. Student groups were organized and functioning. _____

1. To insure that program goals were met. _____

2. To allow for expanded student participation. _____

R. Required reports were submitted accurately and on time. _____